

Mansfield Middle School

205 Spring Hill Road, Storrs, Connecticut 06268
(860) 429-9341 mmsoffice@mansfieldct.org <http://www.mansfieldct.org/mms>

2010 – 2011

A GUIDE TO PROGRAMS

PHILOSOPHY STATEMENT

Mansfield Middle School is committed to the physical, social, emotional, and intellectual growth of each child. We believe in the success of children. We believe that children mature at dramatically different rates. We believe that varying the teaching methods, adapting the curriculum to suit individual student needs, and providing challenge will help develop knowledge, self-esteem, independent thinking, and community awareness.

MISSION STATEMENT

We implement an open-ended curriculum which embraces not only mastery of basic skills, but also higher level thinking and learning. We present material in heterogeneously grouped classes whenever possible. Support service, computer, and enrichment staff assist the regular classroom teacher in providing academic support and challenge to students. Children have opportunities to make choices and accept consequences, to explore a wide range of school activities, to value the process of inquiry, to solve problems, and to sustain effort. We are flexible in our methods of assessment so that achievements of children with different learning styles can be measured appropriately. We want students to become responsible citizens. We emphasize cooperation and concern for others, and respect for individual and cultural differences. We foster communication among the participants within our school community and beyond.

Adopted by the board of Education – April 1992

STUDENT CODE OF CONDUCT

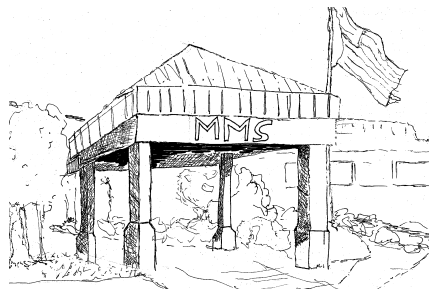
All members of the Mansfield Middle School community treat each other the way they like to be treated. All members are responsible for their actions and reactions, respect each other's personal space and property, and conduct themselves with honesty, trustworthiness, and integrity.

Passed by the MMS Student Council – June 1999

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GRADE 5



materials, behavior, and assignments.

The fifth grade team uses a variety of activities and student groupings to recognize different learning styles and abilities.

- **READING** skills are critical in all subject areas. Reading classes meet daily to discuss fiction and nonfiction. Trade books are used to introduce and reinforce critical reading skills. Library visits are scheduled monthly.
- **LANGUAGE ARTS** encourages communication skills necessary in everyday life. Teachers reinforce listening, speaking, reading, and writing skills through a balance of thematic units and writing workshops. Mini-lessons are used to teach author's craft and writing techniques. Spelling programs are individualized, and grammar skills are reinforced within each unit.
- **SCIENCE** emphasizes scientific methods such as observation and analysis. Using hands-on activities, students study cells, sound, light, vertebrate/invertebrate animals, and meteorology. Students are introduced to the safe and proper use of scientific equipment. Health and safety lessons are incorporated into the curriculum.
- **SOCIAL STUDIES** focus on the geographical regions of the United States. Units investigate a historical perspective, cultural diversity, and current conditions of the regions using multimedia presentations and technology.
- **MATHEMATICS** reviews and extends basic skills, often employing manipulatives and writing to aid students as they explore new concepts. Problem solving and logical reasoning skills are enhanced through the curriculum and enrichment projects.



GRADE 6

Global awareness is the sixth grade focus. Subject area units provide multi-cultural as well as theme-related connections that include hands-on activities, responding to text and the use of technology. Sixth grade students and teachers begin the year with community building experiences such as a potluck dinner.

- **READING** promotes the development of essential reading skills and encourages daily reading of books on topics of interest to each student. Class assignments include reading both silently and aloud to a partner or group, skill review and practice, journal writing, and literature discussion groups.
- **LANGUAGE ARTS** includes writing workshop activities that focus on effective expository, narrative, and persuasive communication. Students develop and improve their planning,

drafting, editing, and revising skills. Spelling is individualized and grammar skills are reinforced.

- **SCIENCE** stresses the development of critical thinking skills and reinforces scientific methods through hands-on, inquiry-based activities and projects. The units include geology, ecology, pollution, energy and simple machines with emphasis on the relationships among these topics, the environment, and the world community.
- **SOCIAL STUDIES** promotes understanding of world geography and its effect on the development of culture. Essential questions connect geography, economics, culture and current events. Studies of countries throughout the world offer opportunities to explore the rich diversity of our world community and its effect on us.
- **MATHEMATICS** continues an emphasis on the understanding of mathematical concepts through contextual problem-solving in the areas of Number Sense, Geometry, Algebra, and Probability and Statistics. The sixth grade curriculum also fosters the mastery of basic computational skills with fractions, decimals, percents, and whole numbers. Students with superior ability in mathematics may be recommended to take a pre-algebra course.



GRADE 7

The seventh grade program offers a wide variety of opportunities for students, ranging from trips to Higgins armory, to the excitement of creating and sharing their own written works, and conducting a Medieval Fair. At the same time, basic skills are enhanced as students make their way through the challenging, diversified, and interdisciplinary curriculum. Cooperative learning and the use of technology are key components of the program.

- **LITERATURE** expands reading skills, comprehension, and appreciation of literary forms, including novels, short stories, classic prose, non-fiction, and poetry representing several cultures. Discussion, interpretation, and evaluation are central to the program.
- **LANGUAGE ARTS** teaches, reinforces, and expands communication skills. Students work in a daily writing workshop, where they publish short stories, historical fiction pieces, persuasive essays and poetry. Students have opportunities to share their work within their classes and with other Language Arts classes. Mini-lessons sharpen writing skills by using the Six Traits components: (ideas/content, organization, voice, word choice, fluency and connections).
- **SCIENCE** continues the development of critical thinking skills and reinforces the applications of the scientific process. Science concepts related to evolution, space exploration, and the human body are integrated through an inquiry-based process. All students also receive instruction in the American Red Cross Community First Aid and Safety course, including CPR training.
- **SOCIAL STUDIES** emphasizes the accomplishments and contributions of past civilizations and their influences on our present culture. Units include prehistory, ancient civilizations of Mesopotamia, Africa, the Americas, China, India, Egypt, Greece, Rome, the Middle Ages, and the Renaissance. Highlights of the curriculum are the

Archaeological Dig and the Medieval Faire. Current events are studied throughout the year.

- **MATHEMATICS** extends skills in computation and concept knowledge to solve problems in preparation for algebra. (Math Plus students take algebra.) Mathematics in Context includes modules in algebra, number, and geometry. Content includes fractions, basic operations, decimals, number theory, graphing, equations, ratio/proportion, percent, geometry, probability and statistics. Homework is assigned most nights.



GRADE 8

The eighth grade team addresses academic and social issues pertinent to the transition into high school through the curriculum and various other activities. Students are encouraged to take more responsibility for their learning as the year progresses and to advocate for themselves when they need help.

- **LITERATURE** classes provide students with multiple opportunities to make personal and textual connections, examine devices, and evaluate the effectiveness of authors' choices in style and structure. In addition, students explore themes about political, social, and scientific changes and develop reading strategies for both fiction and nonfiction. Core texts are aligned with science, math, and social studies curricula and are supplemented with readings from current scientific journals, newspaper, video material, and books selected by the students themselves.
- **LANGUAGE ARTS** students refine their writing in two ways: by perfecting organization and thinking skills in executing a persuasive prompt, and by learning to address the feedback of peers and teachers in revising and editing various pieces of choice writing. Units include Shakespeare's *A Midsummer Night's Dream*, researched debate, short stories, memoir, and poetry. Students read various pieces of literature as models for their own writing. In addition, students may choose to participate in a debate competition sponsored by the Connecticut Consortium for Law and Citizenship Education.
- **SCIENCE** students practice scientific processing skills and learn how to design experiments and control variables. Units include force and motion, energy, chemistry, genetics, and reproduction.
- **SOCIAL STUDIES** focuses on important eras in American history as well as present-day current events. Students work individually and in groups on projects suited to each historical era. Students examine primary sources and participate in inquiry activities. Special events include a Model Congress and an Ellis Island simulation. Students are encouraged to participate in History Day.
- **MATHEMATICS** in the eighth grade includes three courses: Math in context, Algebra I (equivalent to E. O. Smith Algebra I, Level A) and Geometry (equivalent to E. O. Smith Geometry, Level A). In Math in Context students will study concepts in number sense, algebra, geometry, and statistics, organized into eight modules. In Algebra I the emphasis is on linear, quadratic, and exponential functions. In Geometry students study formal logic, properties of parallel lines, congruent and similar figures,

properties of right triangles, right-triangle trigonometry, area of plane figures, and surface area and volume of solids. Problem solving and the use of technology are key components of each course.



ENRICHMENT PROGRAM

Underlying the town of Mansfield's school program is the philosophy that education should provide for the maximum development of each student. The Mansfield Enrichment Program seeks to develop the potential of intellectually gifted and creatively talented students. Options for students are provided within the classroom and through activities that challenge, and enrich each student, while encouraging self-development and service to others.

Talented young people need to develop independence, self-motivation, self-discipline, and self-evaluation. In addition, there is also a need to identify areas of interest and to discuss and exchange ideas with other students of equal ability or similar talents and with interested professional staff and community resources. Recognition of these needs is reflected in the philosophy of the Mansfield Enrichment Program, forming the basis for planning differentiated curricula and teaching strategies. Specific experiences are tailored to the needs of each child and are offered in the regular classroom setting as well as outside the regular class. The words "gifted," "talented," and "special" are used sparingly to minimize elitism. Consequently, the main motivations for student participation and involvement focus on a student's ability, high interest, and task commitment in the activity or topic.

At the same time, the Mansfield program is an *enrichment* program. The goal is to enrich the educational experience of each student. The Enrichment Program seeks to work with as many students as possible. Enrichment staff at Mansfield Middle School believe that any student with a passion for learning something and a willingness to work at learning that "something" should be given an opportunity to spend time in the Interest Center (the Enrichment room).



WORLD LANGUAGES

Students entering grade five will continue the Spanish F L E S program begun in second grade. Students will strengthen their speaking and listening skills and develop their reading and writing abilities using cultural themes and familiar vocabulary.

French, German, Latin, and Spanish are taught in grades six through eight. The program goals are to teach appreciation and respect for different cultures, to make students aware of the various areas in the world that speak the target languages, and to prepare students for continued world language study at E. O. Smith High School.

In grade six, students study each language for one marking period. This is an exploratory program. Emphasis is placed on oral skills (pronunciation, simple vocabulary), and it is the intent of this program that all students have a successful language experience. Students are encouraged to note contrasts and parallels among languages, to develop a respect for cultural diversity, to gain some knowledge of global issues, and to develop an interest in further world language study.

At the end of grade six, students choose one of the four languages to study. This two-year sequence is equivalent to Level I in high school. All four languages stress listening, speaking, reading, and writing skills. This proficiency-based study of world language involves nightly homework, increasing levels of competency in the four skill areas, and an introduction to applications of world language skills on the Internet. Highlights of each program include cultural activities and field trips. Successful completion of requirements may lead to a recommendation for Level II placement in grade 9.



STUDENT LIFE

Learning **EFFECTIVE DECISION-MAKING** is a primary focus of the middle school curriculum. Students have the opportunity to make decisions and experience the consequences of their choices. Such choices include varied formats for student classroom assignments as well as

activities offered during X-block and after school. We provide an environment for students to understand the effects of these decisions, including the failures along with the successes. Students improve their self-esteem and gain skills in making decisions as they analyze their thinking. Ultimately, a positive belief in themselves will help students make effective choices.

This process extends beyond the formal curriculum into the students' lives at home, in school, and in the community. From the school bus to the lunchroom to the sports field, students make decisions about their beliefs and their behavior. In addition to the academic and enrichment choices already outlined in this brochure, the following opportunities promote effective decision-making.

Two **SCHOOL COUNSELORS** work closely with individuals or small groups of students to develop strategies for successful school experiences. Topics discussed include homework organization, schedules, peer relationships, and coping with change. The counselors reinforce effective decision-making in a student's day-to-day life. The primary goal of the school counselors is to encourage, support, and foster positive academic, career, social and personal development in the students.

HOMEROOMS meet for a class period each week to provide students with opportunities for interaction with peers and a caring adult. Some topics deal with time management, preparing for tests, peer pressure, confronting situations involving drugs and alcohol, stress management, and ethical behavior. Other sessions are devoted to planning and carrying out community and school service projects. The goal is to help students solve problems effectively. The Character Concepts Program and the Good Decisions Program are integral parts of the grade five curricula, establishing characteristics that underlie student success.

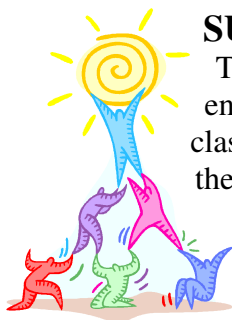
The daily **X-BLOCK** offers students time for extra academic help, instruction in topics of interest, exploratory or enrichment opportunities in all subjects, large group music rehearsals, intramural sports, library research, or a chance to get together informally with a teacher. Students sign up for their choices for X-block during homeroom.

The **STUDENT COUNCIL'S** elected officers and homeroom representatives plan and carry out school and community activities as well as service projects. Student Council has regular meetings. All students are encouraged to participate.

The **YOUTH EMPLOYMENT PROGRAM** offers students employment within the school, such as serving in the cafeteria, cleaning desks, and raking leaves. A requirement for this program is satisfactory academic performance.

The **AMBASSADORS CLUB** is a group of students who make themselves available to assist in welcoming new students to our school. Monthly meetings provide a framework in which ambassadors support new students to find common interests and make new friends.

The **AFTER-SCHOOL ACTIVITIES PROGRAM** offers students activities which extend their interests. Seven-week topics range from aerobics to zoology. Late buses provide transportation for students who participate in this program.



SUPPORT SERVICES

The Support Services team is committed to supporting a school environment that enables all students to achieve their full potential. The staff works collaboratively with classroom teachers and parents to provide a variety of programs that mirror the diversity of the student population.

Two school counselors, a school nurse, a psychologist, and a speech therapist serve the student population. Services for students with special needs are provided by resource personnel through collaboration, consultation, supported classes, and resource classes. For students who need more structure, a continuum of interventions are available. Remedial programs are taught by Academic Support teachers and by classroom teachers in math, reading, and writing. The variety of services offered to students helps provide for individual differences. The English as a Second Language teachers teach the communication skills needed by students who speak a language other than English, and support their integration into mainstream classrooms.



HEALTH

Health education provides experiences that will assist students in understanding themselves and the personal needs of others as they deal with the challenges and pressures of a diverse society. Students will learn about health attitudes, nutritional practices, human growth and development, interpersonal relationships, and environmental issues.

Basic instruction in Health and Safety is integrated into several areas of the curriculum. The grade level science teachers, the family and consumer science teacher, and the nurse collaborate to instruct in the areas of human growth and development and AIDS education. Trained Connecticut State Troopers present the *Good Decisions Program*, a drug awareness and resistance educational presentation, to fifth graders as part of their advisor-advisee program. Guest speakers, field trips, and updated videos about decision-making and peer pressure are integrated into core classes.

Safe health practices in school, on the bus, at home, and in recreational settings are presented in several curricula. Fire Safety and First Aid receive special attention. All students in seventh grade have the opportunity to earn First Aid certification.

The Health Room is staffed by two registered nurses. The goal of the School Health Services program is to help each child attain and maintain an optimum state of health. The nurse identifies and refers students in need of medical and dental care, including emergency illnesses. School health services include vision, hearing, and postural screenings. Health records are reviewed for compliance with state and local Board of Education mandates. There is ongoing communication and collaboration with teachers, parents, and other community resources regarding effective health procedures and illness prevention.

VISUAL / APPLIED ARTS

VISUAL ARTS



Mansfield students study VISUAL ARTS for nine weeks out of the year as part of a Related Arts rotation. Art students explore art history and cultural connections through projects that expose them to a wide variety of art media. They produce artworks that express their personal experience, creativity and reflect the inspiration of the artist(s) or culture(s) being addressed within a unit of study. Through these experiences students acquire visual and fine motor skills, learn art elements and principles, develop art vocabulary, creativity, problem solving strategies, and critical thinking skills. Emphasis is placed on connecting visual arts to academics and life experiences.

- **GRADE 5:** Our focus is on the elements of art. These include line, shade, form, texture, value, color, and space. Students create artworks that exemplify one or more of these basic elements and gain experience with a variety of art media. In each unit, creativity and self-expression are encouraged along with an appreciation of art, culture, and history. For instance, students create commemorative plaques and medallions to remember an important aspect of their lives while learning about commemorative artworks created by ancient cultures.
- **GRADE 6:** Students continue to build upon their understanding of the art elements and produce artworks of greater visual complexity. They learn about visual organization, basic perspective, and realism in art. They learn how to draw portraits with real life proportion. Students use this new knowledge to create original masks that reflect their understanding of world cultures. Students also acquire a basic knowledge of color theory in the sixth grade.
- **GRADE 7:** Learning focuses on design, composition, and formal perspective in the seventh grade. Students incorporate hand building and wheel throwing clay techniques to produce projects that reflect the examination and response to artworks created in traditional and contemporary American culture.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Art classes will include drawing and painting, cartoon creations, murals, and Class Night design and construction.



FAMILY AND CONSUMER SCIENCE

FAMILY AND CONSUMER SCIENCE develops the knowledge and attitudes necessary for students to achieve success in personal, family, and community life. The curriculum for grades five through eight includes health education, human growth and development, and H.I.V. prevention education.

- **GRADE 5:** Students learn about bacteriology, food science, food preparation and storage, the proper use of kitchen equipment, and health topics.
- **GRADE 6:** Students will master the use of the computerized sewing machine, sewing equipment, and sewing related terminology, culminating in the construction of a stuffed animal or sports topic pillow.
- **GRADE 7:** Students explore units in independent living, consumer economics, health and effective decision-making in the marketplace, plus a foods unit emphasizing healthy choices.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Family and Consumer Science classes include duffel bag construction, fabric and fiber art pursuits, nutrition and food preparation in the classroom kitchens, and creating a 16 inch, jointed teddy bear. Enrichment activities will be presented based on the specific activity of the quarter.



TECHNOLOGY EDUCATION

Technology Education is a hands-on educational experience. It is an exploration of construction, manufacturing, communications, transportation, biotechnology, and power and energy. Students discover, create, solve problems, and construct solutions using a variety of tools, machines, computer systems, and materials.

- **GRADE 5:** Students learn basic woodworking skills using hammers, miter boxes and saws to make a name plate, a game and a lollipop tree. Learned skills are then combined to construct a cricket bench.
- **GRADE 6:** Students read orthographic drawings and use design and layout tools to build a CD holder, and a sign/plaque. Students will explore different materials such as plastics and ceramics in other projects.
- **GRADE 7:** Students learn about basic electrical wiring and construct a table lamp. Team work is highlighted as students create a “company” and work on other projects.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. In Technology Education students will choose their own projects. Design, brief, and specifications knowledge will be applied to such projects as clocks, carbon dioxide cars, rubber-band vehicles, whirligigs and other projects. Students will design and construct an independent project of their own.



MUSIC

The Music program includes classroom instruction for all students and a strong elective program in band, orchestra, and choral instruction. This instruction leads to specific skills and knowledge, with the additional goals of music literacy and the development of positive student self-concept through active participation in the creative process.

- **Grade 5:** Students focus on music theory and literacy, including reading, performing, composing, and responding to music. They study form, rhythmic reading, tonal reading, and time signatures.
- **GRADE 6:** Students study Western music history while reviewing and refining their music theory knowledge.
- **GRADE 7:** Students learn 20th century American music, beginning with jazz and continuing with the history of rock and roll.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Music classes in the 8th grade include guitar, piano, world drumming, vocal ensemble, and composition.

MUSIC PERFORMING ENSEMBLES provide all students (grades 5 – 8) the opportunity to study individual instrumental and vocal techniques through group interaction.

This “hands-on” learning environment promotes the physical, intellectual, and emotional development of the child.

Grades 5/6 Ensembles

Junior Band
5th and 6th Grade Chorus
String Orchestra

Grades 7/8 Ensembles

Concert Band
Concert Choir
String Orchestra

Enrichment Ensembles

Jazz Band
Chamber Choir
Chamber Strings
Country Fiddle String Band

Students in the instrumental ensemble classes also experience instruction in a small group setting. This provides them with a time to focus on the unique technical aspects of instrumental performance in homogenous groupings.



PERFORMING ARTS

Opportunities to study **DRAMA** and **MUSICAL THEATER** are provided in several areas of the curriculum, particularly in Language Arts, Music, and the Enrichment Program. Many students participate as cast and crew members in school-wide dramas and musical productions. All students are eligible to audition. These productions, which are performed for the community, are cooperative efforts of the students, parents, faculty, and administration.



PHYSICAL EDUCATION

The Physical Education program is an integral part of every child's education during the four years at MMS. In grades five through eight the curriculum is a sequential progression of learning experiences that contribute to each student's development.

The program consists of a core of basic skills taught at the fifth and sixth grade levels. Students participate in three-week units that stress the development of fitness, basic skills, cognitive development of strategies and rules, teamwork, and sportsmanship through the use of lead-up activities and actual game participation. Seventh and eighth graders select activities of interest which will carry over to adolescence and adult life. Fitness, basic and advanced skill improvement, advanced game strategies, cooperation, teamwork, and sportsmanship are stressed as they relate to each sport or activity.

Choices for classes and X-Block include both team and individual activities from the following:

Archery	Cup Stacking Games	Frisbee	Table Tennis
Badminton	Dance	Gymnastics	Tennis
Basketball	Field Hockey	Hiking	Touch Football
Bowling	Fitness	Lacrosse	Track and Field
Climbing Wall	Floor Hockey	Pickleball	Volleyball
		Soccer	Whiffleball

A change of clothes including shorts, T-shirt, socks, sneakers, and sweatshirts or warm-up suits for cold weather is required for participation in grades five through eight.

Emphasis will be on individual skill improvement, cognitive development of rules and strategies, development of teamwork and sportsmanship, and respect for self and others. Students will understand and practice concepts, strategies, rules, sportsmanship, and skill of a wide variety of activities and sports. Activities are offered to all students during X-Block and in the After School Activities Program. For more information please see our Physical Education home page on MMSnet.org

INTERSCHOLASTIC ATHLETICS PROGRAM

Mission Statement: To provide the best possible seventh and eighth grade interscholastic athletic program to meet the cognitive, physical and psychomotor needs of the students. The programs in each sport improve students' physical fitness, as well as thinking and decision making skills. Coaches of all teams stress teamwork, safety, commitment, academic standards, and for participants to be ambassadors of the school and the game.

For more information on sporting events call the Sports Information Hotline at 860-429-5004 extension 67529. Schedules will be posted on Mr. Harris' home page at www.mmsnet.org.



COMPUTERS @ MMS

Students in grades five through eight use computers within all subject areas during the school year. By the end of eighth grade, they are very comfortable accessing technology through word processing, spreadsheets, multimedia, content-area tools, and the Internet. Computer use enhances student learning in the following ways:

- Supports powerful student learning tools.
- Fosters experiential, exploratory, and creative learning and problem solving.
- Provides content information from a variety of sources.
- Motivates today's students.
- Allows for visual communication (diagrams, models, interactive webs, animation).
- Supplies access to technology for all students.
- Prepares students for the technology they will use for work and life in the 21st century.
- Differentiates learning to meet the needs of all students' ability levels.
- Helps students to become discriminating consumers of information.

Our school home page at <http://www.mmsnet.org> allows students to continue their interaction with school technology resources from any Internet connection. The MMS website provides links to teacher homepages, online assignments, school information, and helpful Internet links.



LIBRARY MEDIA CENTER

The Library Media Center (LMC) is a major information resource for the school community and provides students with a comfortable and accessible place in which to locate information, learn and enjoy reading. Our "Reading Rainforest" is an inviting place to enjoy a good book.

The LMC develops and maintains collections of learning resources in a variety of print and nonprint formats. These collections are based on district goals, characteristics of early adolescent learners, and teaching strategies. Since the needs of users (students, teachers, administrators) and curriculum offerings constantly are changing and expanding, these collections are evaluated and updated regularly.

Print materials include over 18,000 books, periodicals, and newspapers and assorted pamphlets. Nonprint formats include videotapes, compact discs, DVS's, and ebooks. The LMC also offers access to the Internet, and other online resources, such as the *Novelist K-18* plus *iCONN* online databases. In addition to materials used in the teaching and learning process, a collection of professional materials is available for faculty members and administrators.

This school year we will introduce a new online card catalog, which provides quick access to library materials. The catalog can be searched in the LMC, from classrooms, and from any computer with Internet access by visiting our website <http://mansfieldschools.forlettdestiny.com>. Suggested good reads from our collection, complete with annotations, can also be found at the LMC website. We provide access to the Mansfield Public Library's online catalog and during the school year a daily courier system moves materials easily throughout all school/public libraries via our Inter-Library Loan system.

The LMC is open from 7:45 a.m. until late buses (4:05 p.m.) Monday through Thursday. If there is an early dismissal or no late buses, students should not plan to be in the LMC after school. Students may sign up to be in the LMC for X-Block, use the resources with a class, and/or come in on an individual pass during the school day. Teachers schedule classes for projects using more advanced research skills. Individuals and small groups are assigned from time to time to the LMC for special projects of for quiet reading.



ABOUT THE SCHOOL

Built in 1969, Mansfield Middle School celebrates 40 years of educational excellence. At present MMS has a full and part-time staff of 60 certified professionals and 25 instructional assistants to educate a school enrollment of approximately 570 students.

Parents and visitors are welcome to visit the school and to talk with staff and administration about these programs. There are several events already planned for parents during the upcoming year for this purpose – Open House, afternoon coffees, grade level receptions, student performances, and sports events. Please call the school office to inquire about these occasions or to schedule an appointment with a staff member (429-9341).

Mansfield Middle School has many ties to the surrounding community as well as a strong parent involvement that reflects solid support for its atmosphere and programs. Please call any of these resource people below for additional information:

<u>Mansfield Middle School</u>		
Jeffrey L. Cryan	Principal	429-9341 x161
Candace V. Morell	Assistant Principal	429-9341 x162
<u>Central Office</u>		
Fredereck A. Baruzzi	Superintendent of School	429-3350
Dr. Rachel Leclerc	Director of Special Education	429-3353
<u>Parent Organization</u>		
Mansfield Middle School Association	http://www.mansfieldct.org/Schools/MMS/parent/mmsa.htm	

RESOURCES

Mansfield Middle School works closely with local organizations and agencies to enrich the curriculum and to provide additional resources for its students. Many programs and services of these institutions are offered to families.

Mansfield Social Services	Kevin Grunwald, Director	429-3315
Mansfield Youth Services Bureau	Kathy McNamara	429-3317
	Pat Michalak	
Mansfield Community Center	Curt Vincente, Director	429-3015
and Parks & Recreation Department		
Mansfield Senior Center	Patricia Hope, Coordinator Senior Services	429-0262
Town of Mansfield Library	Louise Bailey, Director	423-2501
University of Connecticut Library		486-4636
Books by Mail		456-1848
William Benton Museum of Art		486-4250
Museum of Natural History		486-4460
Mansfield Historical Society		429-6575

DIRECTIONS TO MANSFIELD MIDDLE SCHOOL

205 Spring Hill Road, Storrs 06268

From Route 84, take Exit 68 and head south on Route 195. In about 11 miles turn right onto Spring Hill Road. At the stop sign go left. The school is on your left.

From Manchester, follow Route 44 East. Turn right onto Route 195. In about 2 miles turn right onto Spring Hill Road. At the stop sign go left. The school is on your left.

From Providence, follow Route 44 West.

From I-95: Left exit onto route 395 in Waterford. Take Exit 81W in Norwich. Pick up Route 32 heading toward Willimantic. In Willimantic, cross the Frog Bridge, staying in the right hand lane and go straight across the intersection onto Jackson Street, which leads straight onto Route 195. In about 4 miles turn left onto Clover Mill Road. Keep left at the first intersection, then go straight at the stop sign and the school is on your left.